

# Success for Each Child & Eliminate the Opportunity Gap by Leading with Racial Equity



## Superintendent Handbook

2018-2019



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## WELCOME FROM SUPERINTENDENT WELCH



Welcome to the Puget Sound Educational Service District and congratulations on your new position. We are proud to serve the outstanding school systems in both King and Pierce counties and look forward to working with you. I know our partnership will benefit the students, families, staff and communities in the Puget Sound region.

As a new superintendent, an experienced one new to Washington, or one who has moved into a new district you may have questions regarding the administration and operations of your district. In order to assist you, we have created this handbook to serve as a reference guide. Topics covered in this manual include professional conduct, school board management and operations, education funding and fiscal management as well as important policies and procedures.

However, this book is only a reference point and an initial guide. Our goal is to support you and help you be successful. We can build on our collective experiences, past successes and strive to be a region that encourages innovation, creativity and student success. It is my belief that we are all responsible for every child in Puget Sound region regardless of the role we serve or the title we hold.

We are committed to supporting your goal of providing the highest quality education for every student. Our ultimate goal is for students to graduate prepared to compete in a global society and to lead productive and healthy lives. We believe that educating children is one of the highest professional missions. The way we accomplish this will impact the future of Washington and the world in the years to come.

Sincerely,

John P. Welch  
Superintendent



## INTRODUCTION TO PSESD

Puget Sound Educational Service District is one of nine regional service agencies established in 1969 by the state Legislature. The purpose of these regional educational agencies is to assure that quality services are available to all public and private schools in their respective service areas. PSESD serves 35 school districts within King, Pierce and part of Kitsap Counties. Students within those districts make up about 40 percent of the state's K 12 service population

Educational Service Districts (ESDs) have statutorily required responsibilities to:

- Assist public and private schools in providing quality and cost-effective services.
- Assist public and private schools in providing equal educational opportunities for all children.
- Provide cooperative and information services to public and private schools.
- Provide liaison services between the local public and private schools and the Office of the Superintendent of Public Instruction (OSPI).
- Provide local programs as required by the state.

## Our Service Area

Our service area is King and Pierce counties and Bainbridge Island and includes:

- 35 school districts
- Over 420,000 public school students
- 40% of the state's K-12 public school students
- 46,000 educational staff, including over 24,000 certificated staff
- 730 public school buildings
- 250 private schools
- 9 Charter Schools
- 1 Tribal Compact School
- Programs for 4,400 preschool children and their families



**PSESD and our Conference Center** are located at: 800 Oakesdale Ave SW in Renton, Washington.

ESDs provide a vital link between local public and private schools and various state and federal agencies. These regional agencies provide a central focal point for the aggregation of services and information of mutual value and benefit to all interested parties. By aggregating and pooling services, administrative and overhead costs are minimized. The result of this centralized approach is to provide a highly efficient and cost-effective service delivery system to the client districts. This concept of regional centralization also assures that school districts receive the services they desire and that they have a voice in how these services are delivered. This regionally-centralized concept also assures a minimal duplication of support services and, thus, significant cost savings to the participating school districts allowing the greatest use of taxpayer dollars for instructional purposes.

The various programs administered by PSESD are funded by many different sources: federal and state grants, state allocations, fees for services charged to local school districts and other agencies, and facility rentals and other miscellaneous revenue sources. The state Legislature provides a “core” allocation for the partial support of statutorily mandated services including budget and financial review services and various state reporting requirements. The ESD “core” allocation has been reduced dramatically since the inception of the ESD system. Currently, the “core” allocation comprises of less than one half of one percent of the total PSESD budget.

PSESD is governed by a nine-member board, elected by local school directors. Each board member represents several school districts within the PSESD region. The PSESD board has the responsibility to hire a superintendent to manage its affairs.

Agency operations are overseen by John P. Welch, Superintendent



## THE SUCCESSFUL SUPERINTENDENT

Like an outstanding teacher, your success relates to connecting and engaging with component stakeholders. The specifics of those connections and engagements vary by district. Culture, history, size, board make up and practice, and staff support quality and skill all play an immediate role in your work and success. Beyond those you work with regularly, external stakeholders have an effect on your success, often without your knowledge or direct ability to engage and influence.

Component stakeholders range from real people with immediate needs and wants to policies, laws and rules. Local expectations are most likely unwritten. Yet those expecting adherence “know them” and expect you to as well. PSESD is set up to help you with many aspects of your job, including the challenges of engagement. While we do not have answers to every unique situation, our history and experience offers value to you and your district’s work.

In addition, the linkages provided to you and your staff with PSESD and other school district leaders is designed to meet needs and challenges of your role.



### Superintendent as Instructional Leader

Much of the information in this handbook is focused on policies, laws, and rules associated with running the operations of a school district and conducting business on behalf of the board and the district yet the superintendent first and foremost is the instructional leader of the district and sets the stage for successfully serving the children and families in your district. Leadership makes a difference in improving learning. In order to successfully lead district improvement efforts, effective superintendents build their instructional leadership expertise as well as the leadership for other leaders in the system. Below are a few Teaching and Learning resources.

### Leadership and Learning Research

Leadership is second only to teaching among in-school influences on student success, and its impact is greatest in schools with the greatest needs, according to this examination of the evidence on school leadership. **Successful School and District Leadership - How Leadership Influences Student Learning** can be found [here](#) from the Wallace Foundation

**Educational Opportunity Gap Oversight and Accountability Committee** was created during the 2009 legislature to continue to address the achievement gap in Washington state. Gap closing resources and recommendations can be found [here](#).

### Professional Learning

Learning Forward shows you how to plan, implement, and measure high-quality professional learning so you and your team can achieve success with your system, your school, and your students. See their webpage [here](#).

### **Whole Child Approaches**

The Association for Supervision and Curriculum Development (ASCD) is dedicated to a whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. Their Whole Child Framework and Resources can be found [here](#).

### **Strategic Planning**

Thoughtful strategic planning is essential for entering superintendents. One helpful resource for entry planning can be found [here](#). **The Entry Plan Approach: How to Start a Leadership Position Successfully** by Barry Jentz with Joan Wofford. It is focused on the work of schools and districts and provides a step-by-step process to entry planning with sample entry plans embedded.

### **Superintendent and the Board**

The relationship and sense of teamwork between the Superintendent and the Board of Directors, and between the individual Board members, is key to success. When these relationships are attended to, and are positive and productive, the work of the district can proceed in a way that has marked and beneficial impact on learning and teaching. While positive and productive relationships are necessary throughout the district – between the teacher and the student; between the school and home; between staff members themselves; and between leadership and faculty and staff – if the relationship between the Superintendent and the Board (and between Board members) is not optimal, all the other important relationships suffer.

Upon assuming a new superintendent position, it is wise to consider a work session with the board to address this key relationship. As one of Washington’s long-time and most successful leaders has said, “new player, new team.” And thus, it is timely to attend to that new team and the teamwork needed. [WASA \(Washington Association of School Administrators\)](#), PSESD, and/or [WSSDA \(Washington State School Directors’ Association\)](#) can each provide resources and facilitation for such a work session as well as provide general support and guidance through informal avenues and more formal ones like the [WASA Mentor Academy](#).

### **Superintendent as Chief Executive Officer**

A successful district administration requires a strong relationship of trust, communication, and respect between key district leaders. In particular, you must rely heavily on your financial and human relations team for expertise and follow-through. While the superintendent is ultimately responsible for the overall condition of your district, the work is detailed and involves many people.

How can you know things are operating appropriately and you are not headed for success, not trouble? Here are some accountability benchmarks to look for from your business office.

### **Processes to Review**

There are monthly reports prepared each month which should go to the superintendent and board. No statewide or standardized format exists for these reports. PSESD has examples other use. Your district may have them already in place.

### **Monthly budget status report**

This report should go to the board each month. Be sure the report provided the Board is generated from the district accounting system, not created on a separate spreadsheet. The accounting system report ensures that the information provided to the Board reconciles to the monthly accounting records. Check to make sure that any HR reports reconcile

to budget reports. There should not be any error messages on the report. Error messages indicate some process needs to be completed before the report is ready. By law, districts must prepare the budget status report on a fund balance basis.

### **Monthly financial report**

The administration of each school district is required to provide the board of directors of the district with a statement of financial condition showing monthly revenues, expenditures and changes in fund balance. While not required by law, reports which project the financial condition of the district for each month of the school year are helpful in managing the financial position of the district. Reports that compare year to year are often most helpful in providing perspective and highlighting differences.

### **Monthly personnel status report**

This report displays the combined responsibilities of the district's administrative staff for personnel management and budget control and indicates the:

- status of expenditures and commitments for salaries and wages
- number of certificated and classified positions planned in the budget
- amount of revenues budgeted for those positions, summarized by program and/or responsibility area.
- number of positions actually filled and the amount of revenues actually expended and encumbered in support of these positions in a manner that can be compared with budget. A district's board of directors may use the personnel status report in conjunction with a monthly budget status report and the statement of financial condition to manage the financial position of the district. These additional processes should be reviewed by the superintendent regularly. Due to differences between budget planning, budget capacity, and actual revenues and expenditures, regular review of these data is essential to the fiscal integrity of your district.

### **Monthly reconciliation report**

Depending on district size and history of cash flow, this report may be essential or simply a "nice to share" with your board. Certainly, fiscal staff must create this report and bring to your attention any issues or potential problems. This report shows how values on the budget status report balance to the monthly County Treasurer's statement received by the district each month. Sample reports are available from OSPI and the ESD. Request that the report be done monthly and ask for a copy. Districts that do not reconcile regularly may not be posting all revenues or expenditures and show an incorrect fund or cash balance.

### **Grant claiming**

Failure to maximize grants will result in less revenue than has been assumed in the budget process. Monitor grant claiming to verify that grant programs are in effect, and resources are being used as planned. Be sure indirect fees are being taken because state funding assumes those indirects are paying for part of the district office expenditures.

### **Monthly calendar**

A month-by-month listing of important tasks and due dates is available from WASBO. This calendar is useful in understanding the business office functions in any size district. However, for small districts where the new superintendent is also the primary business manager, this calendar is essential.

### **Budgets as a management tool**

Budgets are initially developed as a planning tool. The budget should be a key document tied to your strategic plan and long-term objectives. It answers questions like where are we going? How will we get there? What are our priorities? How much additional revenues and expenditures might come our way and should we create capacity for them? Any good plan is based on a multitude of predictions and educated estimates. Once the year has begun however, the estimates are steadily replaced by actual circumstances and facts. Assumptions used in budget development must be reassessed and adjusted in the fall and winter in order to avoid financial problems, even ruin. Once the year is begun, the original budget may be archived for reference. It still controls the board appropriation level (total allowed expenditures.) In its place, the district will be using a current budget which reflects actual information as it unfolds.

- Revenue estimates from June of the prior year are replaced by actual revenue calculations. From January on, apportionment revenue is based on actual enrollment and staff mix factors. Grants applied for are now either awarded or not, and the grant budgeted at \$10,000 may now be budgeted as \$2,000 or even \$0. Capacity revenue should be removed from budget expenditure assumptions and end of year projections.
- Expenditure estimates from the prior June must be replaced by a blend of actual expenditures from the initial months, and anticipated expenditures for the remaining months of the fiscal year. In addition, if a revenue stream has decreased, the related expenditures should also be decreased to avoid allowing non-existent dollars to be spent. Capacity expenditures should be eliminated.

When your budget is kept current in this manner, individual purchasing and staffing decisions can be guided by review of the budget. In addition, the bottom line shows at any moment whether the district spending may exceed revenues for the year.

The annual processes should be monitored by the Superintendent.

### **Budget development (Report F-195)**

In today's environment with shrinking fund balances, there are three things a superintendent should monitor:

- Know where revenue and expenditure capacity are entered. The school district accounting manual does not identify capacity. Many districts use revenue code 8100 and expenditure code 79. Most important: revenue capacity should equal expenditure capacity. If they are not equal, the budget will create a misleading picture of ending fund balance.
- Know what indirects the district is taking and how much they contribute to district operation costs (expenditure program 97). Currently, state funding pays only a portion of district operations, the rest is designed to come from in directs or other sources. In some cases, districts also use levy resources or local effort assistance (LEA) to support that program.
- Know which programs spend more than they receive in revenues. What fund sources are used to make up the difference? Are these fund sources sustainable to meet the long-term demand? What would happen if the fund source is lessened or goes away? If the source is fund balance, make sure everyone involved in that decision understands how fund balance comes to be and that it is most often "one time" money.

### **Year-end closing (Report F-196)**

Year End expenditure reports accurately reflect the districts' financial position as well as providing insight into how resources are actually used. Thus, from a management view, the F 196 is a far more useful data set than the district's

budget. The disadvantage of the year end, F 196 financial report is its timeliness. Do not assume that last year's actual revenues and expenditures will carry into the current or future years. Enrollment changes, apportionment changes, grant changes and staff costs will all affect current and future revenues and expenditures beyond the prior year's actuals. Even with that ambiguity, your F 196 serves as a more realistic data set for managing your districts budget. When completing the F 196, check the ending fund balance from the year-end report against the beginning fund balance for the new current year budget. Adjust the current budget if the ending fund balance differs from the budgeted beginning balance.

## **Management by Walking Around:**

### **The Central Office**

Does the human resources office talk to business office? Do both groups use and depend on the same data systems? Who attends to potential HR issues that may/will have future costs? Attend to risk factors here to avoid future woes. It is important that payroll accurately reflect all HR decisions. In addition, it is important that the business office knows when the HR department will be correcting and updating state report S-275 personnel data because the potential change to staff mix factors based on these data has a direct impact on district apportionment revenues. Who attends to state and federal updates and changes to curriculum and student performance?

### **Schools**

Do the building secretaries talk to the business office? Who tracks and reports student enrollment? Would the process used to generate enrollment information pass an audit? It is important that all enrollments be well documented and reported accurately and timely to OSPI. Enrollment counts have a direct impact on district apportionment revenues. In addition, is the business office on top of the building ASB practices? ASB transactions and activities are a significant source of audit findings. How is cash handled? Do processes used meet audit standards?

## **Data to Review**

### **Enrollment**

Review enrollment each month to compare your current enrollment to the amount the district budget is built on. If your current enrollment is lower or dropping, you may need to make budget cuts to offset the resultant drop in apportionment.

### **Revenues and Expenditures**

Are all transactions posted immediately to the accounting system? Missing data misleads decisions about the financial condition of the district.

### **Review OSPI Apportionment Reports**

When they become available on the OSPI website about 5 days before the end of the month, look at your district reports. The 1197 report shows grants and apportionment being received. You want to be sure the grant program revenues are being expended (grant administrator) and that reimbursement is being claimed (business manager). Failure to maximize grants will result in less revenue than has been assumed in the budget process. Be sure indirects are being taken.

The 1191 reports show the staff mix (Section A on the first page) and K-4 Ratio (the bottom item on page two of apportionment F-2). Is your staff mix different than last month? Than the budgeted staff mix?

The 1191E report shows the number of staff the basic education formula generates for your current enrollment. Compare this with your actual staff to see if you are over-staffed. This should be reviewed every year well before the May 15 reduction-in-force (RIF) date, so that you can keep your staffing in line with the funding.

**Example: A Failure to Mind Your Business, or Things You Can Do to End Up Financially Insolvent**

A few years ago, a large school district became financially insolvent. Below is a summary of what they did wrong.

- Hired key financial people without school district and/or Washington State experience.
- Changed organizational leadership frequently.
- Froze training for administrative staff, did not cross train staff.
- Did not include fiscal management and fiscal staff at the bargaining table.
- Recognized revenues when invoiced, rather than when received.
- Did not reverse accruals.
- Did not accrue expenditures.
- Did not write-off bad debt.
- Did not reverse receivables.
- Did not reconcile cash, revenues and expenditures with treasurer on a monthly basis.
- The superintendent told people what to do and did not follow up on action.
- Business and HR processes were changed regularly.
- Entered into Leases through the Capital Projects Fund.
- Entered into Construction Projects without bidding, notice to proceed, intent to pay prevailing wages, payment made on work completed, expensing and reserving retainage.
- Did not reserve program fund carryover.
- Did not provide School Board with monthly budget status reports.
- Budgeted CTE enrollment much higher than the actual enrollment and spent accordingly.
- Gave the Vocational Director the Running Start estimated revenue to spend.
- Planned to replace computers with bond money.
- Borrowed money for an energy retro fit and falsely assumed energy savings as part of the budget.
- Paid employees on personal services contracts.

**References**

[School Business Managers Calendar](#)

Required Monthly Reports WAC 392-123-110 through 132

[Monthly apportionment reports](#)

## NEW SUPERINTENDENT GOVERNANCE BASICS

### First Business for New Superintendents

#### Bond, Oath –First Class School Districts (See appendix – Form A)

The superintendent shall take an oath before a proper officer that s/he will support the Constitution of the United States and state of Washington and faithfully perform the duties of the office. The oath shall be filed with the ESD superintendent. In a first-class school district the superintendent as secretary of the board, shall give bond in such sum as the board of directors may fix from time to time, but for not less than five thousand dollars. (RCW 28A.330.060)

#### Notify ESD, Secretary to Board (Second Class School Districts)

Every school district superintendent in districts of the second class (under 2000-enrollment) shall notify the educational service district superintendent within ten days after change in the office of chair of board or superintendent. (RCW 28A.330.210) The superintendent shall serve as secretary to the board in the districts of the second class. (RCW 28A.330.200)

#### Interim Superintendent (Second Class School Districts)

When a district of the second class is without a superintendent and the business of the district necessitates action by the superintendent, the board shall appoint any member to carry out the superintendent duties for a temporary time period. (RCW 28A.330.200)

### Who Can Sign Legal Documents?

Legal authority to execute documents depends on the type of document and/or local district policies. There are many statutes specifically requiring the signature of the board members or board chairman correlating to board approved actions. Also, the superintendent and or their designee can approve certain documents in certain situations. Depending on Board policy and within legal boundaries, a superintendent has authority to sign most documents on behalf of the board and or district. For clarification on signing authority, follow the advice of legal counsel, or ask the ESD to research the specific situation.

The Appendix provides templates of the Oath of Office form as well as templates of other official documents commonly used by school districts to empower their superintendents and improve the efficiency of district operations. In most cases, completion of these forms are not legally required but can be good practice to complete and retain for district files.

#### Filing of Signature (See Appendix Forms B, C, and D)

Every school district superintendent on assuming the duties of the office shall place their signature, certified to by some school district official, on file with the office of the county auditor (RCW 28A.400.020) – Completed Oath of Office would satisfy this RCW. Any official (i.e. anyone given power to act in a certain capacity) of the school district, after filing with the secretary of state his/her manual signature certified by him/her under oath, may execute or cause to be executed with a facsimile signature in lieu of a manual signature:

(1) any public security; or (2) any instrument of payment. (RCW 39.62.020) (See RCW 28A.330.230 regarding warrants and secretary of board signature for second class school districts and RCW 28A.330.080 for first class school districts.)

### **Board Authorizations to Conduct Normal Business (See Appendix Forms E, F, and G)**

School boards are empowered to delegate certain authorities to the superintendent which allow daily business to be conducted. Again, depending on Board policy and within legal boundaries, a superintendent has authority to conduct business on behalf of the board and the district and sign most documents, accordingly these forms may not be legally required but still may be good practice to complete and retain for district files.

### **When You Have a New Member or Vacancy on the Board of Directors**

#### **Eligibility**

Persons are eligible to serve as members of a school district board of directors when they are (1) citizens of the United States and the state of Washington, and (2) a registered voter of the school district or director district as the case may be. (RCW 28A.343.340)

#### **Oath, Effective Date (See Appendix – School District Board of Directors forms)**

Every person elected or appointed to the office of school director, before discharging of duties shall take an oath to support the Constitution of the United States and the state of Washington and to faithfully discharge the duties of the office. The oath shall be endorsed on written appointments or commissions and sworn before any officer authorized to administer oaths, school official being authorized to administer oaths pertaining to their respective offices without charge or fee. All oaths shall be filed with the county auditor. Every elected member of the board of directors assumes office at the first official meeting of the board following certification of the election results. (RCW 28A.343.360). Form SPI 282 Certificate of Appointment or Election of School District Director/Director's Oath of Office/Certificate of Director's Signature and Form SPI D-320 School District Director Certificate of Election or Appointment are available in the Appendix or from the Office of Superintendent of Public Instruction.

#### **Board Vacancies, ESD Role**

Vacancies for any reason in a board member position are filled by appointment of the remaining board members where there is still a legal majority of board members. Where there are less than a legal majority of board members on the local school district board, the educational service district board by majority vote will appoint sufficient number to constitute a legal majority. Should a local school board fail to fill a vacancy by appointment within ninety days, the educational service district board by majority vote will appoint to fill the vacancy. All appointees must meet the qualifications of elected board members. Board members who have resigned may not vote on their replacement. (RCW 28A.343.370)

#### **Compensation**

Board members may authorize the receipt and waiver of compensation for performance of duties as board members at a rate not to exceed fifty dollars (\$50) per day or prorate thereof and not in excess of forty-eight hundred dollars (\$4,800) per year. Such payments must come from locally collected excess property tax levy money, and such compensation cannot cause the state to incur any present or future funding obligation. Such compensation is in addition to reimbursement for expenses. (RCW 28A.343.400). See also references to contracts under the "Conflict of Interest" section.

#### **Public Disclosure**

School district employees and school directors are subject to the campaign finance reporting requirements of the Public Disclosure Law, Chapter 42.17A RCW. School superintendents, employees and directors who contact legislators may or may not need to register as lobbyist, depending what party generates contacts, on the nature of the discussions, on the number of contacts made, and/or positions advocated.

**Specific prohibitions (RCW 42.17A.555)**

No elective official nor any employee of his office nor any person appointed to or employed by any public office or agency may use or authorize the use of any of the facilities of a public office or agency, directly or indirectly, for the purpose of assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition.

Facilities of public office or agency include, but are not limited to, use of stationery, postage, machines, and equipment, use of employees of the office or agency during working hours, vehicles, office space, publications of the office or agency, and clientele lists of persons served by the office or agency.

**Allowable communication (RCW 28A.320.090)**

School district employees and school directors can provide information pertinent to ballot issues that relate to the district, including levy and bond issues. Information provided shall not directly tell the audience to vote or act in a certain way, rather, the communication must be factual, germane to the subject, and provide the recipient with pertinent information that assists them in making a decision.

**Exceptions to prohibitions (RCW 42.17A.555)**

The foregoing provisions of this section shall not apply to the following activities:

1. Action taken at an open public meeting by members of an elected legislative body to express a collective decision, or to actually vote upon a motion, proposal, resolution, order, or ordinance, or to support or oppose a ballot proposition so long as:
  - a. any required notice of the meeting includes the title and number of the ballot proposition, and
  - b. members of the legislative body or members of the public are afforded an approximately equal opportunity for the expression of an opposing view;
2. A statement by an elected official in support of or in opposition to any ballot proposition at an open press conference or in response to a specific inquiry;
3. Activities which are part of the normal and regular conduct of the office or agency.

**References**

Statutory requirement forbidding use of public office or agency facilities in campaigns is found at RCW 42.17A.555. Revised code of Washington limiting preparation and distribution of information on district's instructional program, operation and maintenance is found at RCW 28A.320.090.

Public Disclosure Commission (PDC) administrative code interpreting RCW 42.17A.555 is found at WAC 390-05-271 and 390-05-273. PDC's "Guidelines for School Districts in Election Campaigns" can be found [here](#).

**Conflict of Interest (Superintendents and Board Members)**

Conflict of interest statutes for municipal officers, Chapter 42.23 RCW, apply to all elected and appointed officials of school districts. While it is clear they apply to board members, it is an interpretation as to who may be an "appointed" official. The superintendent or any other official delegated in any capacity to act on behalf of the board is probably an appointed official. This is especially true if they have authority to bind the district by contract.

**Specific prohibitions (RCW 42.23.070)**

No municipal officer may use his or her position to secure special privileges or exemptions for himself, herself, or others.

No municipal officer may, directly or indirectly, give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the employing municipality, for a matter connected with or related to the officer's services as such an officer unless otherwise provided for by law.

No municipal officer may accept employment or engage in business or professional activity that the officer might reasonably expect would require or induce him or her by reason of his or her official position to disclose confidential information acquired by reason of his or her official position.

No municipal officer may disclose confidential information gained by reason of the officer's position, nor may the officer otherwise use such information for his or her personal gain or benefit.

Conflict of interest statutes apply to all elected and appointed school district officials. While; it is clearly applied to board members, it is an interpretation as to who may be an "appointed" official. The superintendent or any other official delegated in any capacity to act on behalf of the district is most likely an "appointed" official. Thus, anyone with authority to bind the district by contract falls into this category.

### **Exceptions to Prohibition (RCW 42.23.030)**

Situations which are deemed not to be conflicts for school officials are:

1. The designation of public depositaries for municipal monies;
2. The publication of legal notices required by law to be published by any municipality, upon competitive bidding or at rates not higher than prescribed by law for members of the general public;
3. The designation of a school director as clerk or as both clerk and purchasing agent of a school district;
4. The employment of any person by a municipality for unskilled day labor at wages not exceeding two hundred dollars in any calendar month. The exception provided in this subsection does not apply to a first-class school district;
  - a. The letting of any other contract in which the total amount received under the contract or contracts by the municipal officer or the municipal officer's business does not exceed one thousand five hundred dollars in any calendar month.
  - b. The exceptions provided in this subsection do not apply to a sale or lease by the municipality as the seller or lessor.
  - c. The municipality shall maintain a list of all contracts that are awarded under this subsection. The list must be made available for public inspection and copying;
5. The letting of any other contract in which the total amount received under the contract or contracts by the municipal officer or the municipal officer's business does not exceed one thousand five hundred dollars in any calendar month (see statute for exceptions and more specific information);
6. The letting of any employment contract for the driving of a school bus in a second-class school district if the terms of such contract are commensurate with the pay plan or collective bargaining agreement operating in the district (see statute for more specific information);
7. The letting of any employment contract as a substitute teacher or substitute educational aide to an officer of a second-class school district that has two hundred or fewer full-time equivalent students, if the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the district and the board of directors has found, consistent with written policy, under 28A.330.240, that there is a shortage of substitute teachers in the school district;

8. The letting of any employment contract to the spouse of an officer of a school district, when such contract is solely for employment as a substitute teacher for the school district. This exception applies only if the terms of the contract are commensurate with the pay plan or collective bargaining agreement applicable to all district employees and the board of directors has found, consistent with the written policy under RCW 28A.330.240, that there is a shortage of substitute teachers in the school district; and
9. The letting of any employment contract to the spouse of an officer of a school district if the spouse was under contract as a certificated or classified employee with the school district before the date in which the officer assumes office and the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the district. However, in a second-class school district that has less than two hundred full-time equivalent students enrolled at the start of the school year as defined in RCW 28A.150.040, the spouse is not required to be under contract as a certificated or classified employee before the date on which the officer assumes office.

A municipal officer may not vote in the authorization, approval, or ratification of a contract in which he or she is beneficially interested even though one of the exemptions allowing the awarding of such a contract applies. The interest of the municipal officer must be disclosed to the governing body of the municipality and noted in the official minutes or similar records of the municipality before the formation of the contract.

#### **Remote Interests (RCW 42.23.040)**

All elected and appointed officers of a school district shall not be deemed interested in a contract if they have only a remote interest in the contract, such interest is disclosed to the board of directors, such interest is noted specifically in the official minutes or records of the district prior to entering into the contract, and the board approves the contract without the vote of the remotely interest official. Remote interest is:

- A non-salaried officer of a nonprofit corporation;
- An employee or agent of contractor where the compensation of the employee or agent is entirely fixed wages or salary;
- A landlord or tenant of a contracting party;
- A holder of less than one percent (1%) of the shares of the contracting party.

#### **References**

Statutory requirements of the Code of Ethics for Municipal Officers – Contract Interests are found at Chapter 42.23 RCW. A link to WSSDA's "Avoiding Conflicts of Interest: A Guide for School Directors and Superintendents" can be found [here](#).



## Open Public, Executive, and Non-Open Meetings

### Regular Meetings: Maintaining Public Trust

Representative democracy relies on the informed trust of the citizens. One of the critical places for school boards to work to retain the informed trust of their communities is in the conduct of meetings that are effectively run, meet the requirements of the law and address the reasonable expectations of the citizenry. The public's trust is too delicate for school board members and administrators to proceed without a sophisticated and legally grounded understanding of public meeting requirements.

Washington School District Directors Association (WSSDA) publishes a document which addresses the Open Public Meetings Act (Chapter 42.30 RCW), other legal requirements, and non-legal issues surrounding effective and responsive public meetings. This is written exclusively from the perspective of school districts and school boards. It should be used as a resource to help dispel inaccurate common knowledge and practice, and to increase sophisticated compliance with the law and public trust.

### How do we establish a regular meeting?

The board is required by state law to adopt a board policy that identifies the date, time and place of the board's regular meetings. (RCW 42.30.060)

### We established a regular meeting schedule at the beginning of the school year, but now we want to change it. What do we do?

The board must amend the board policy to identify the new dates, times and places of the board meetings. (RCW 42.30.060)

### We need to cancel our regularly scheduled meeting because we do not have a quorum. What should we do?

If the board knows more than 24 hours in advance, the meeting should be cancelled and rescheduled as a special meeting or, if appropriate, continued to the next regular meeting. (RCW 42.30.080)

### **Executive Sessions (RCW 42.30.110)**

Parts of board meetings can be held without the public. These portions of the meeting are called executive sessions. If the board is going into executive session, the president or chair must announce the general purpose of the session and how long it will last. If the executive session runs longer, the president or chair must make another announcement extending the session.

The minutes should reflect the executive session and the general purpose, if it was extended and when it ended. A detailed record of the executive session should not be made. Despite the confidentiality of the matters discussed in executive session, any record of the session is subject to disclosure under the state public records act.

There are eleven statutory reasons for an executive session; three do not apply to school boards. Of the eight remaining, one of the following must apply to the circumstances for a school board to exclude the public from its meeting:

- Matters affecting national security or relating to data breaches (see statute for more specific information);
- The selection of a site or the acquisition of real estate if public knowledge of the matter might increase the price;
- The minimum selling price of real estate if public knowledge of the matter might depress the price, but final action selling or leasing real estate must be taken in a public meeting;
- Negotiations on the performance of a publicly bid contract if public knowledge might increase costs;
- Receiving and Evaluating complaints or charges against an employee or board member; however, the person complained against may open the meeting to the public;
- Evaluating qualifications of an applicant for public employment or review of the performance of a public employee, but final actions must be taken in public and discussions affecting employees generally must be held in public;
- Evaluating qualifications of a candidate for appointment to elective office, but interviews and the final appointment must be held in public; and
- Discussion with legal counsel, of enforcement actions, litigation or potential litigation, if public discussion might result in an adverse legal or financial consequence. Amendments in 2001 provided a specific definition of potential litigation (see statute for more specific information and requirements).

### **Special Meetings (RCW 42.30.080)**

Any meeting of the board that is not a regular meeting as set out in the board's policy for day, time and place, is a special meeting. A special meeting of the board may be called by the president or chair of the school board, or by a majority of the board.

Each member must receive written notice, either through the mail, by fax, by electronic mail, or personally delivered, at least 24 hours before the meeting. Any radio or television station or newspaper may file with the district a request to be notified of special meetings of the board. Any media outlet that has filed such a request must receive the same notification as board members, within 24 hours of the meeting. The notice requirements may be waived by any board member and are considered waived if the board member attends the meeting, even without official notice.

The notification must include the time, place of the special meeting and the business to be transacted. In the case of a special meeting, an agenda, or list of the business to be transacted, is required in advance of the meeting. This is not a requirement for regular meetings. The board cannot take final action at a special meeting on any matter not on the original notice and agenda. There is no similar restriction on regular meeting actions; those agendas may be amended to add new items even during the meeting.

A special meeting can be held for the purpose of holding an executive session. The meeting notice should state the general reason for the executive session. The special meeting is called to order, the president or chair announces the board is going into executive session, and the meeting can proceed. The minutes are brief, showing when the

meeting was called to order, who was present, the general purpose for the executive session and any actions taken by the board, if any, when they return to open session.

### **Other Non-Open Meetings**

One thing that is not well understood is that a board discussion about strategies for collective bargaining negotiations is exempt from the open public meetings requirements. Chapter 42.30 RCW does not apply to: collective bargaining sessions with employee organizations, including contract negotiations, grievance meetings, and discussions relating to the interpretation or application of a labor agreement; or that portion of a meeting during which the governing body is planning or adopting the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or reviewing the proposals made in the negotiations or proceedings while in progress. Such meetings do not need to be advertised.

There are additional exemptions from open public meetings which do not generally apply to school districts. (See RCW 42.30.140)

### **References**

Statutory requirements of the Open Public Meetings Act are found at Chapter 42.30 RCW.

Public Disclosure in Washington State can be found [here](#).

## **Professional Conduct**

### **Office of Professional Practices**

The Office of Professional Practices, a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints. A nine-member professional advisory committee reviews appeals from proposed disciplinary actions. Educators who violate the code may be reprimanded or their license to practice may be suspended or revoked.

- The Office of Professional Practices also reviews charges that an applicant for or the holder of professional certification lacks good moral character or personal fitness. These standards are set forth in WAC 181-86-013 and address commission of criminal acts and other behavior which endanger children. Commission of criminal acts may not be directly related to professional conduct but they do reflect upon the trustworthiness of serving as a professional educator.

**Role of the ESD Superintendent**

ESD superintendents sometimes receive Code of Conduct complaints directly from citizens. WAC 181-86-105 covers the ESD superintendent’s role and responsibility with such complaints. Should the ESD superintendent receive a complaint and determine that it warrants an investigation, he will consult with the district superintendent to determine the preferred course of action. Either the district superintendent or the ESD superintendent may conduct the investigation, but there is no requirement to duplicate investigations.

**WAC 181-86-105 Duty of educational service district superintendent to investigate complaints.**

Each educational service district superintendent shall cause to be investigated all written and signed complaints,

from whatever source, that allege that a certificated education professional within his or her educational service district is not of good moral character or personal fitness or has committed an act of unprofessional conduct. If the educational service district superintendent investigates and determines the facts are reliable and further investigation by the superintendent of public instruction is warranted, the educational service district superintendent shall forward the written complaint and the results of his or her investigation to the superintendent of public instruction: Provided, That if the educational service district superintendent, after consultation with the assistant attorney general assigned to his or her educational service district, determines that the substance of the complaint would not constitute grounds for reprimand, suspension, or revocation if true, then such educational service district superintendent need not investigate the complaint: Provided further, That if the educational service district superintendent receives a written assurance from the superintendent of public instruction, a district superintendent, or a chief administrative officer of an approved private school that such official is investigating or will investigate the same or a substantially similar complaint, the educational service district superintendent shall be deemed to have caused an investigation in compliance with this section.

**WAC 181-86-110 Duty of ESD superintendent, district superintendent and private school administrator to file complaints.**

When an educational service district superintendent, a district superintendent, chief administrative officer of a charter school, or the chief administrative officer of an approved private school possesses sufficient reliable information to believe that a certificated employee within such district or approved private school is not of good moral character or personally fit or has committed an act of unprofessional conduct, such superintendent or chief administrative officer, within a reasonable period of time of making such determination, shall file a written complaint with the superintendent of public instruction: Provided, That if an educational service district, charter school, or school district is considering action to discharge an employee of such district, the educational service district, charter school, or school district superintendent need not file such complaint until ten calendar days after making the final decision to serve or not serve formal notice of discharge.



**References**

The Professional Educators Standards Board Code of Professional Conduct is found at Chapter 181-87 WAC. Duties of the ESD to investigate at WAC 181-86-105; Duty to file complaints at WAC 181-86-110 OSPI’s Office of Professional Practices web site is found [here](#).

## LEGAL FOUNDATIONS OF SCHOOL FINANCE

Washington State's public school system is shaped by the State Constitution, state and federal law, administrative rules adopted by the Superintendent of Public Instruction and the State Board of Education, and by court decisions.

### State Constitution

The primary legal foundation for the state's public schools is the State Constitution. Article IX reads as follows:

- Section 1. "It is the paramount duty of the state to make ample provisions for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."
- Section 2. "The legislature shall provide for a general and uniform system of public schools ... and such ... normal and technical schools as may hereafter be established ...."

The "paramount duty" and "ample provision" language places a priority on education not found in most state constitutions. This constitutional priority on education was the basis of a 1977 lawsuit that reshaped the state's role in school finance.

### State Laws

#### The Revised Code of Washington

The Revised Code of Washington (RCW) consists of statutory law enacted by the state Legislature. Title 28A RCW encompasses the laws related to the common schools and establishes the organizational structure of the common school system. ("Common schools" are public schools operating a program for kindergarten through twelfth grade or any part thereof.)

#### Appropriations Acts

The other state laws that shape school finance are the state operating and capital budgets enacted by the Legislature and signed by the Governor. These are called Biennial Appropriations Acts because they provide funding for a two- year period. The Operating Appropriations Act determines the level of state funding for school district operations and provides detailed state funding formulas and requirements for receiving state funding. The Capital Appropriations Acts determine the amount of state matching money provided for school construction and renovation. Appropriation levels can be changed in "supplemental" budgets adopted after the initial biennial budget is approved. Federal revenues are also appropriated in the Operating Appropriations Act. However, federal funding levels are determined primarily by the U.S. Congress. Appropriations acts have the force of law but are not codified in the RCW.

The laws enacted by the Legislature over the past 40 years have been shaped by three major developments: The court decisions of Judge Doran and the education reform movement, which preceded the Supreme Court's 2012 decision in *McCleary v. State*.

#### State Law References

The Washington State Legislature search [site](#).

The Legislative Evaluation and Accountability Program committee budget [site](#).

### **The Doran Decisions and Basic Education Funding**

In response to a lawsuit initiated in 1976 by Seattle School District, State Superior Court Judge Doran directed the state Legislature to define and fully fund a program of basic education for all students in Washington. In the following legislative session, the Legislature adopted the Basic Education Act of 1977. The court case and this landmark law redefined the state role and continue to shape school funding policy in Washington.

Subsequent court decisions in the 1980's expanded the state's basic education responsibility. Special education, bilingual education, institutional education, learning assistance program, and pupil transportation are now considered "basic" and the state fully funds the formulas defined in law and in the appropriations act.

The state's basic education responsibility explains the unique character of school finance in Washington:

- Article IX, Section 1 of the Washington Constitution requires the state to "make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."
- Once a program is defined as "basic education," it becomes part of a state on-going entitlement program. The state may not reduce the funding level due to state revenue problems.
- Funding increases are often labeled "enhancements to basic education" and therefore are not an on-going entitlement.
- The basic education funding formula is not "cast in concrete"; it is the continuing obligation of the Legislature to review the formula as the education system evolves and changes.
- There is a state interest in limiting disparities in local levy revenues; the state levy lid law, and local effort assistance (levy equalization funding) reflect this interest. These have been significantly addressed in EHB 2242 and E2SSB 6362.
- There is a state interest in controlling salary growth; the state salary allocation schedule and salary lid law assure relative uniform salaries for teachers statewide; differences in district pay levels are more often the result of supplemental pay, which is not a state responsibility.
- There is a keen interest in school district reporting of student FTE counts and staff experience and training; these drive state funding and are subject to audit by the State Auditor's Office.

In recent years, many other states have faced lawsuits over the equity and adequacy of state support for public schools and have responded by strengthening the state's role in education funding. Washington's Doran decisions were early and decisive. They help explain why Washington consistently ranks in the top ten states nationwide for the percentage of school district operating revenue provided from state funding.

### **Education Reform**

In the past ten years, education reform efforts have shaped state and federal education policy. Education reform reflects the recognition that in the information age, education is the key to individual success and the health of the economy. It is reinforced by efforts to improve government by focusing on performance (outcomes) rather than inputs. For education, the desired outcome is student achievement and the goal is improving student learning to meet the challenges of the 21st century.

As it now reads, the amended Basic Education Act requires that each school district shall make available to students enrolled in kindergarten at least a total instructional offering of 450 hours. In grades one through twelve, school districts must offer at least a district-wide annual average of 1,000 instructional hours. The program shall include the

Essential Academic Learning Requirements (EALRs) under RCW 28A.655.060 and such subjects and activities as the school district determines to be appropriate for the education of the school district's students. The goal of the Basic Education Act reads as follows:

“The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. (RCW 28A.150.210.)”

Much of the school funding debate of the last two decades in Washington and nationally has been over what strategies contribute most to improving student achievement.

### **McCleary and Subsequent Legislative Reforms**

In 2012, the Washington Supreme Court affirmed a Superior Court ruling in the case of *McCleary v. State*, finding the State out of compliance with its obligations under Article IX, Section 1 of the Washington Constitution. The Court directed the state legislature to “fully fund” a “basic education program geared toward delivering the constitutionally required education” by 2018. In an unusual move, the Court retained jurisdiction of the case in order to monitor the legislature’s compliance with its order.

In September 2014, the Supreme Court held the legislature in contempt of court for failing to make sufficient progress towards compliance with Article IX, Section 1, but gave the legislature additional time to come into compliance during the 2015 legislative session before imposing sanctions. In August 2015, the Court imposed sanctions of \$100,000 per day against the State for failing to come into compliance by the end of its session, with the funds from the sanction to be held in a segregated account for the benefit of basic education. The parties continue to appear before the Court to address whether the legislature has made sufficient progress towards compliance, but despite some progress, the Court has not lifted its sanctions.

Since the Court’s 2012 decision, the legislature has taken significant actions with respect to teacher salaries, class sizes, transportation, and other subjects of basic education funding. Most recently, in 2017 the legislature enacted EHB 2242, which made some significant changes to the state’s approach to education funding, including:

- The State will assume the costs of employee salaries in two stages; 50% in 2018-19 and 100% in 2019-20.
- Local school district levy authority will be reduced as the new state money comes in. The old authority was up to 28% of a district’s defined levy base (most of their state and federal revenues). The new authority will be up to \$2500 per student.

- Formerly “maintenance and operations” levies are now “enrichment levies and may be used only to enrich basic education—not to pay for basic education costs.
- Completes the phased in costs of K-3 class size reduction.
- Bumps the rate for special education excess cost allocation from %12.7 to %13.5 of a school district’s student population.

In November 2017, the Court found that EHB 2242 was not sufficient to lift the contempt sanctions against the State because employee salaries would not be fully addressed by 2018, as ordered by the Court. In response, the legislature during the 2018 legislative session passed Engrossed Second Substitute Senate Bill 6362 (E2SSB 6362) that revised salary allocations and the program of basic education. The impact on school districts of this new funding model has been varied with many questions raised as to how equitable the new model is from district to district and whether districts truly are funded to provide basic education.

## Key Federal Law

The federal Elementary and Secondary Education Act (ESEA), enacted in 1965, is the nation’s national education law and shows a longstanding commitment to equal opportunity for all students.

ESEA authorizes state-run programs for eligible schools and districts eager to raise the academic achievement of struggling learners and address the complex challenges that arise for students who live with disability, mobility problems, learning difficulties, poverty, or transience, or who need to learn English.

### Every Student Succeeds Act

On December 10, 2015, President Obama reauthorized ESSA as the Every Student Succeeds Act (ESSA). The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

ESSA replaces the previous reauthorization of ESEA, known as the No Child Left Behind (NCLB) Act, enacted in 2002. ESSA will be fully operational in school year 2018-19. The Washington School Improvement Framework (WSIF) is the framework for accountability in Washington State. Each school is measured on the Framework, OSPI has identified schools for additional supports, called Comprehensive and Targeted supports.

[ESSA in Washington State](#)

[Subscribe to ESSA alerts](#)

OSPI will sanction and support districts under ESSA as outlined in the [ESSA Consolidated Plan](#). The plan was approved by the Department of Education (ED) Jan. 16, 2018.

### Adequate Yearly Progress and Annual Measurable Objectives

The State’s Adequate Yearly Progress (AYP) measurement has been replaced with a new measurement called [Annual Measurable Objectives](#) (AMO). AMOs are yearly targets in reading and mathematics for each subgroup, school and district, as described in Washington’s Elementary and Secondary Education Act (ESEA) Flexibility Request.

### Assessments

[State assessment](#) requirements remain the same under ESSA. Students will continue to be tested for state and federal accountability in grades 3-8 and 11 in English language arts and mathematics, and in grades 5, 8, and once in high school in science. Our tests are aligned to the [Washington State K-12 Learning Standards](#).

### **Highly Qualified Teachers**

Effective immediately, districts are no longer required to identify and document "highly qualified teacher" (HQT) status for teachers hired after December 10, 2015. A summary of OSPI's expectations for school districts receiving federal funds under the Title II, Part A grant application can be found on the [Teacher and Principal Quality webpage](#).

### **Paraeducators**

ESSA removed the term "highly qualified" for paraeducators, just as it did for teachers. Instead, it says we are to develop our own minimum state standards. Information about current standards, guidelines, and support can be found on the [Paraeducators webpage](#).

### **Washington Administrative Code**

The Washington Administrative Code (WAC) consists of the policies, rules, and regulations adopted by agencies of the state in interpreting and carrying out state law. Changes to the WAC (sometimes called "rules") are adopted pursuant to the Administrative Procedures Act that requires public notice and hearing for any proposed rule. Agency authority to adopt rules is given in state law.

### **State Board of Education**

The State Board of Education has the power and duty to "adopt rules to implement and ensure compliance with the program requirements" of the Basic Education Act (RCW 28A.150.220 [4]). These administrative rules are found in Title 180 WAC. The State Board of Education (SBE) requires an annual review in October of each school district's Kindergarten through twelfth grade program. The purpose is to determine compliance with the statutory basic education requirements and any supplemental basic education requirements the State Board may establish. Staff from the State Board of Education review each district's report and make recommendations to the SBE. The SBE annually certifies each school district as being in compliance or noncompliance. Basic education support, in an amount established by the SBE, may be permanently deducted for a school district certified as being in noncompliance unless the SBE provides a waiver. (WAC 180-16-195.)

Statutory basic education requirements include minimum instructional hour offerings, students-to classroom teacher ratio, the 180-day minimum school year, and certificated staff having current and valid certificates.

### **Superintendent of Public Instruction**

The Superintendent of Public Instruction has "the power and duty to make such rules and regulations as are necessary for the proper administration of" laws authorizing reimbursement of school district programs. (RCW 28A.150.290) These administrative rules are found in Title 392 WAC.

The Superintendent of Public Instruction adopted chapter 392-121 WAC, which carries out laws governing distribution of basic education support to school districts, and chapter 392-122 WAC, which implements laws governing distribution of state monies to school districts for programs other than basic education apportionment and transportation allocations.

### **Washington State Professional Educator Standards Board**

The Professional Educator Standards Board (PESB) is comprised of the Superintendent of Public Instruction and twenty members appointed by the Governor for four-year terms. The composition of this membership is: four public school teachers, one private school teacher, three who represent higher education educator preparation programs, four school administrators, two educational staff associates, one public school instructional paraprofessional, one parent, and one citizen. The Superintendent of Public Instruction is an ex officio, non-voting member.

The purpose of the PESB is to establish policies and requirements for: the preparation and certification of educators that provide standards for competency in professional knowledge and practice in the areas of certification; a

foundation of skills, knowledge and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles to meet or exceed the four state learning goals.

### **References**

The Washington State Legislature search [site](#).

The “Common School Manual” is available [here](#).

## **SCHOOL FUNDING PRIMER**

### **How Is Funding Allocated to Schools?**

Most of the large state entitlement programs (basic education, special education, learning assistance, and bilingual) are paid through state apportionment formulas based primarily upon the reported student enrollments. Funding to a district may fluctuate in response to its actual student enrollment reported during the school year.

The basic education formula is complex. Formula factors include:

- Varying staff/student ratios for different grade levels.
- Separate staff unit allocations for administrative, instructional, and classified staff.
- Weightings for the education and experience of staff (mix factors).
- Allocations for benefits and materials, supplies and other costs (MSOC).
- Allocations for substitute teachers.
- Enhanced funding for small schools.
- Enhanced funding for vocational programs.
- Separate rates (Enhanced funding) - for Running Start students.

The average basic education allocation per full time student was \$7,085 as of August 30, 2018.

RCW 28A.150.260 says that the state allocation formula “shall be for allocation purposes only,.” meaning that they should not be construed as mandating specific operational functions of local school districts. School districts retain responsibility for determining staffing levels. However, districts are held to a standard of employing at least 46 certificated instructional employees per 1000 students. School districts negotiate employee salaries and benefits in local negotiations with its employees.

State funding formulas for the other programs are simpler. The state special education allocation per student is based on 96.09 percent of the district’s basic education allocation per student age 3–21. This funding is provided for up to 13.5% of a district’s basic education population. Special education safety net funding is provided to districts that can demonstrate financial need due to high-cost individual students. The large federal compensatory programs (programs for disadvantaged or special need students) and other state programs are also funded through formulas.

Many of the smaller state and federal programs are funded through competitive grants. Districts must apply for competitive grants. Applicants are scored and awards are made selectively. Successful applicants claim reimbursement for expenses incurred in providing the program.

### **When Does the State Distribute Funding to Schools?**

The state distributes funding monthly based on apportionment formulas and reimbursement claimed through the grants management process. The State Treasurer, who is the banker for the state, electronically transmits funding to each county treasurer for each of the school districts headquartered in each county. The county treasurers are the bankers for the school districts.

### **How Do School Districts Raise Local Money?**

Article 7 of the State Constitution and chapter 84.52 RCW grant school districts the authority to levy local property taxes. School districts may run a levy for a particular fund a maximum of two times in a calendar year. Unsuccessful levies may be resubmitted in subsequent years.

School district levies are of four fund types: Excess General Fund levies are one to four-year levies used for day-to-day operations of the school. Such levies are known as Enhancement levies. State law limits the school district Enhancement levies to a limit of the lesser of \$1.50 per \$1,000 of Assessed Valuation or \$2,500 per Annual Average of Students in the immediate prior year (AAFTE).

Local effort assistance is state money paid to eligible districts to match voter approved excess General Fund levies. These payments help school districts collect a combination of local and state resources equivalent to \$1,500 per AAFTE.

### **Excess Property Tax Levy Elections**

- A. Limitations: State law limits the school district Enhancement levies to a limit of the lesser of \$1.50 per \$1,000 of Assessed Valuation or \$2,500 per Annual Average of Students in the immediate prior year (AAFTE).
- B. Equalization: The Local Effort Assistance (LEA) formula is changed beginning in the 2019 calendar year. Districts qualify for LEA if their \$1.50/\$1,000 of assessed property value collects less than \$1,500 per AAFTE. LEA is intended to close that gap.
- C. Application. Property tax levies are specific to fund entities.
- D. Collection periods: 1, Enhancement levies may be authorized for one to four year collections; 2, Excess levies for transportation vehicles may be authorized for one or two year collections; 3, Excess levies for capital projects may be authorized for up to six years; (RCW 84.52,053); 4, Excess bond levies for capital improvements through long term debt may be authorized for up to thirty years; and 5, Within the constraints of debt limitations non-voted debt may be authorized by the board,
- E. Before a school district may submit an enrichment levy to the voters, it must have received approval from the office of the superintendent of public instruction of an expenditure plan for the district's enrichment levy and other local revenues as defined in RCW 28A.505.240
- F. Levy/Bond Passage, all levy submissions to the voters require a simple majority to pass, Bond issues require a super majority passage (40% of the voters who voted at the last general election cast votes and that 60% of those voters cast an affirmative vote for the bond issue),
- G. Limits on Submission, no single levy proposition may be submitted to the voters more than twice in any twelve months, However, SHB 2893 enacted language that allows school districts to seek an additional levy if subsequent legislation would permit a higher levy,

- H. Election Dates, Exception, Levy elections must be voted on specific dates: (Exception for acts of God)
  1. The second Tuesday in February; the fourth Tuesday in April; the first Tuesday in August; and the first Tuesday after the first Monday in November. (General Election)
- I. Submission, Levy ballot issues must be submitted to county auditors in the form and format they require at least 45 days prior to the election date, February and April elections are 60 days prior to the election date, General and primary election dates require submission 84 days prior to election,
- J. Certification of Amounts, Levy amounts must be annually certified to the county legislative authority by the board of directors for districts of the first class and by the ESD superintendent for districts of the second class no later than November 30<sup>th</sup>

### **Certification of Amounts**

Levy amounts must be annually certified to the county legislative authority by the board of directors for districts of the first class and by the ESD superintendent for districts of the second class. Debt Service Fund levies are multi-year levies used to pay principal and interest on general obligation bonds sold to finance school construction and remodeling. Voter approval of a bond issue authorizes the sale of bonds and the levy of taxes over the life of the bonds, which is often 15 to 30 years. Tax revenues are deposited in the Debt Service Fund.

Transportation Vehicle Fund levies are one or two-year levies used to pay for school buses or other school transportation equipment.

Capital Project Fund levies are one to six-year levies used to pay for school construction or remodeling.

### **Non-voted Debt**

Within the constraints of debt limitation non-voted debt may be authorized by the board.

### **State Equalization and Tax Relief**

The Legislature approved payments of State General Fund monies to match excess General Fund levies in eligible districts. These monies, known as local effort assistance (LEA), help school districts to collect local property taxes and this state equalization up to a combined total of \$1,500 per AAFTE (amount to be adjusted using IPD).

### **How Does the State Help Pay for Construction of School Facilities?**

The state assists school districts with the costs of construction and modernization of buildings used for instructional purposes. The state does not pay for school district administrative buildings, stadiums, or other non-instructional facilities, nor does the state pay for land purchases.

State assistance varies with the amount of assessed valuation for property tax purposes in each school district. The more wealth (property value) per pupil the district has, the lower the percentage of state assistance. The minimum state matching percentage is 20 percent. The percentage of state assistance is applied to a cost allowance per square foot. The legislature through OSPI sets the area cost allowance.

### **What Are the Sources of State Money for School Construction?**

Proceeds from the sale of timber on Common School Trust Lands are dedicated for state school construction matching payments. In recent years, these revenues have been insufficient and the legislature has found it necessary to appropriate money from other sources. Some of the additional monies have come the state General Fund or from state-issued general obligation bonds.

### **Who Is Responsible for Financial Management of Schools?**

The locally-elected school district board of directors is ultimately responsible for the financial management of a school district. School boards hire a Superintendent that oversees the day-to-day management of the school district.

School districts operate within the constraints of:

- Laws passed by the U.S. Congress
- U.S. Department of Education regulations implementing federal law
- Laws and budgets passed by the Washington State Legislature
- OSPI and State Board of Education regulations implementing state and federal law

The complexity of school finance arises from the number of programs funded and from the many reporting, accounting, and audit requirements of each program. OSPI administers:

- 14 formula-driven state programs funded through the apportionment process
- 13 state grant programs
- 45 federal grant programs
- Numerous programs funded under contracts between OSPI and school districts

School districts prepare an annual budget and four-year budget plan or public review and comment by July 10 of each school year. Budgets must be formally adopted by the school board before the beginning of the school year (September 1). Upon adoption, the budgets are submitted to OSPI.

School districts account for all revenues and expenditures using standard account codes defined in the Accounting Manual for Public School Districts in the State of Washington. All expenditures are identified by program, activity, and object. Districts submit annual financial reports to OSPI.

The Washington State Auditor examines school district accounting practices and compliance with state and federal requirements for receiving funding.

Nine regional ESDs help OSPI implement state and federal policies and collect information from school districts. ESDs also assist school districts by providing cooperative services that are more efficiently performed regionally. ESD programs and cooperatives allow districts to eliminate duplication of services, realize significant savings, and receive special program funding that might otherwise be unavailable to them.

### **References**

[“Organization and Financing of Washington Public Schools”](#)

[“Accounting, Budgeting, and Financial Reporting Handbook”](#)

[“Accounting Manual for School Districts”](#)

[“School Apportionment and Financial Services, OSPI”](#)

## ESSENTIAL PSESD FINANCIAL SERVICES

### School Financial Services and State Reports

RCW 28A.310.010 requires ESDs to provide services to the local districts and assist the Superintendent of Public Instruction and the State Board of Education in the performance of their duties. Consulting and financial report processing services are included in these services and are funded by the state. These services are available to all districts. In addition, ESDs have statutory monitoring duties over second class school district finances (districts with fewer than 2000 FTE).

### Financial Consulting Services

These are services delegated to the ESD by OSPI including but not limited to:

- interpretation of laws and regulations on school finance
- interpretation of the Accounting Manual for School Districts
- interpretation of OSPI financial bulletins and memorandums
- interpretation of Administrative, Budgeting, and Financial Reporting Policies and Procedures Handbook
- cash flow planning and monitoring – long and short term including Debt Service
- annual budget and financial statement review and approval
- technical assistance for Special Education Safety Net applications
- financial and management practice reviews and comparisons

### Financial Report Processing

These are services delegated to the ESD by OSPI including but not limited to:

- student enrollment eligibility, counting and reporting timelines
- budget planning, estimating, hearing procedure, and reporting timelines
- monthly and annual financial statement reporting procedures and timelines
- personnel reporting procedures and timelines
- application for basic education funding eligibility reporting procedures and timelines
- other

### Contacts

Dr. Frank Ashby, Deputy Superintendent, fashby@psed.org, 425-917-7771

Chuck Hole, Director of Accounting, chole@psed.org, 425-917-7776

### School District Organization

A Regional Committee on School Organization is established by statute. (RCW 28A.315.105) It is comprised of a seven member lay citizen board who act as a group conducting public hearings under direction of rule and regulation of the State Board of Education, on school board and citizen petition requests to change the boundaries of local school districts. The ESD superintendent is secretary of the committee.

### Contact

Jane Murray, PSESD Assistant Fiscal Officer, jmurray@psed.org, 425-917-7778

## AREAS TO WATCH

### A. Compulsory Attendance (Truancy)

Districts are required to monitor attendance and report truancy to parents and Juvenile Court. These requirements are sometimes referred to as the “Becca Bill”.

Attendance (Truancy) (RCW 28A.225.010) A, Student Attendance Requirement

1. All parents/guardians will cause children age eight through seventeen to attend resident district unless:
  - a. Child attends approved private school or an extension program provided through RCW 28A.195.040(4);
  - b. Child is home schooled;
  - c. Child is attending an education center per RCW 28A.20S;
  - d. Superintendent has excused the child from attendance because:
    - (1) Child is physically/mentally unable to attend;
    - (2) Child is attending a DSHS residential school;
    - (3) Child has been temporarily excused.
  - e. Child is excused from school subject to approval by the student's parent for a reason of faith or conscience, or an organized activity conducted under the auspices of a religious denomination, church, or religious organization, for up to two days per school year.
  - f. Child is sixteen years of age, and is regularly and lawfully employed and parent guardian(s) agrees child should not be required to attend school, or the child is emancipated per RCW 13.64
2. Child already meets graduation requirements;
3. Child has a GED issued through RCW 28A.305.190;

### Truancy Qualification, Work with Child or Parents:

If a child fails to attend school without valid excuse the school shall:

1. Inform the parent/guardian(s) in writing or by telephone of unexcused absence after one occurrence in a month and of the potential consequences of additional unexcused absences
2. Schedule conference(s) with parent/guardian(s) and child for all persons involved to analyze causes of absences after two unexcused absences in a month;
3. Take steps to reduce unexcused absences including;
  - adjusting child's program, school, or course assignment(s);
  - provide individual or remedial instruction;
  - provide vocational courses or work experience;
  - refer child to a community truancy board;
  - require child to attend an alternative school or program; or
  - assist the child or parent/guardian(s) to obtain supplementary services.

4. If parent/guardian(s) does not attend scheduled conference(s), conference(s) may be held with child, however, parent/guardian(s) shall be notified of steps agreed on to eliminate or reduce unexcused absences. (Chapter RCW 28A.225.020)

### **Report to Juvenile Court:**

If above actions are unsuccessful in reducing unexcused absences, then the school district shall not later than the seventh unexcused absences in a month or not later than the tenth unexcused absence in a school year file a truancy petition and supporting affidavit for a civil action with the juvenile court alleging the child, the parent/guardian(s) or both violated the attendance law. (RCW 28A.225.030 – see statute for additional information)

### **Accommodations. A district shall not later than the fifth unexcused absence in a month:**

1. Enter into an agreement with the child and parent/guardian(s) that establishes school attendance requirements
2. Refer the child to a community truancy board
3. File the truancy petition with juvenile court.
  - Who Files. Petitions may be filed by a school district employee who is not an attorney.

**Parent Truancy Petitions. If a district fails to file a petition with the juvenile court, the custodial parent/ guardian may. (RCW 28A.225.030)**

**B. Juvenile Court Requirements.** (Additionally, RCW Chapter 28A.194 requires school districts that have adult jails within the school boundary to provide a program of education for juveniles confined within). Juvenile court shall:

### **C. Schedule a hearing;**

- Send separate notifications of the hearing to the child, parent/guardian(s), and school district;
- Notify the child and parent/guardian(s) of the right to present evidence;
- Notify the child and parent/guardian(s) of options and rights available under RCW 13.32A

## APPENDIX

Preamble

Form A – Oath of Office

Form B – Certification of Manual Signature

Form C – Authorization of Facsimile Signature

Form D – Authorization of Warrant Signature

Form E – Authorization to Invest Funds

Form F – Designation of District Agent

Form G – Designation of Auditing Officers

Form H – Authorization of Student Release Acceptance

The following collection of forms contains templates of official documents commonly used by school districts to empower their superintendents and improve the efficiency of district operations. The table below describes each form, its purpose, the legal authority on which the form is based, and the entities, if any, that the district should file the form with in addition to retaining for district files.

Form	Title	Description	Legal Authority	AG Office Notes	Where Filed
<b>A</b>	Oath of Office	This is the oath of office required of every school district superintendent.	RCW 28A.330.060	Legally Required	County Auditor/Recorder, ESD
<b>B</b>	Certification of Manual Signature	This certification is required of all superintendents and can allow for the use of signature plates/stamps to execute public securities, checks, and other instruments of payment upon authorization of the board.	RCW 39.62.020, 28A.400.020	Not legally required but good practice and required to carry out the authorization of the facsimile signature form (Form C)	
<b>C</b>	Authorization of Facsimile Signature	This sample resolution is required for a superintendent to use signature plates/stamps to execute public securities, checks or other instruments of payment.	RCW 39.62.020	Not legally required but good practice	
<b>D</b>	Authorization of Warrant Signature	This sample resolution is required if the board wishes to authorize the superintendent to sign payroll warrants (paychecks) in lieu of the board president.	RCW 28A.330.080, 28A.330.230	Not legally required but good practice	County Treasurer
<b>E</b>	Authorization to Invest Funds	This sample resolution is useful for school district boards who wish to authorize the superintendent to invest a variety of funds if not immediately needed by the district.	RCW 28A.320.330	Not legally required but good practice	County Treasurer
<b>F</b>	Designation of District Agent	This sample resolution is recommended to empower a superintendent to act as an agent on behalf of the board of directors.	RCW 28A.400.010, 28A.400.030	Legally optional but a good inclusion for practical reasons.	
<b>G</b>	Designation of Auditing Officer	Every school district is required to appoint an auditing officer under state law. This sample resolution appoints the superintendent and fiscal officer of the district to act as auditing agents.	RCW 42.24.080	Required by law. The law doesn't require it to be superintendent or fiscal officer, but those are usually the best choices.	
<b>H</b>	Authorization of Student Release/Acceptance	This resolution is required if a board wishes to delegate to the superintendent its authority to release resident students to attend a nonresident district and/or accept nonresident students to attend the district.	RCW 28A.225.220- .225	Not required by law but can be good practice and helpful	

## **For Pierce and King Counties School Districts**

### **Copy of Oath of Office goes to:**

Pierce County Auditor, Elections Division, 2501 S. 35th St., Suite C, Tacoma 98409

King County Recorder's Office, 500 4th Ave. Room 430, Seattle 9810

There is no fee for filing

### **Certification of Manual Signature**

Per the Auditors office, this form is not required for their use but good practice to retain at school district if completed

### **Copy of Authorization of Warrant Signature and Copy of Authorization to Invest Funds goes to:**

Pierce County Treasurers Office:

Jim Block, [jim.block@piercecounywa.gov](mailto:jim.block@piercecounywa.gov)

Katie Betrozoff, [katie.betrozoff@piercecounywa.gov](mailto:katie.betrozoff@piercecounywa.gov)

King County Treasurers Office

Yolanda Noblezada, [Yolanda.noblezada@kingcounty.gov](mailto:Yolanda.noblezada@kingcounty.gov)

State of Washington  
SUPERINTENDENT OF PUBLIC INSTRUCTION  
Olympia, Washington

**OATH OF OFFICE**

STATE OF WASHINGTON, Country of \_\_\_\_\_.

I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support the Constitution of the United States and the State of Washington and will faithfully perform the duties of Superintendent/Secretary of \_\_\_\_\_ School District No. \_\_\_\_\_ in the county of \_\_\_\_\_, State of Washington, according to the best of my ability.

Signed: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

***SUBSCRIBED AND SWORN TO*** (or affirmed) before me this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

Signed: \_\_\_\_\_

(official administering oath)

\_\_\_\_\_

(title of official)

Note: Signatures must be acknowledged by a district superintendent, a notary public, or other official authorized to administer oaths.

**CERTIFICATE OF MANUAL SIGNATURE**

\_\_\_\_\_  
(Sample of Manual Signature)

I, the undersigned affiant, being first duly sworn on oath, depose and say:

A. My name \_\_\_\_\_  
(print or type)

B. I have been duly chosen and am qualified and am acting as

\_\_\_\_\_ for \_\_\_\_\_  
(name of position) (name of municipality)

C. The signature above is my true manual signature

\_\_\_\_\_  
Signature

***SUBSCRIBED AND SWORN TO*** (or affirmed) before me this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_.

\_\_\_\_\_  
*Notary Public in and for the State of Washington*  
residing in \_\_\_\_\_ County

**AUTHORIZATION OF FACSIMILE SIGNATURE**

Board Resolution No. \_\_\_\_\_

**WHEREAS**, Chapter 86, Laws of 1969, as codified in RCW 39.62 authorizes the use of facsimile signatures by any public officer in lieu of a manual signature to execute any "public security" or any "instrument of payment;"

**WHEREAS**, the statute further requires that before any authorized officer may use a facsimile signature plate or stamp, he/she must file a manual signature with the Secretary of State, duly certified while under oath; and

**WHEREAS**, \_\_\_\_\_, Superintendent/Secretary of the Board, has filed Certificate of Manual Signature, duly certified under oath, with the Auditor of \_\_\_\_\_ County.

**NOW, THEREFORE, BE IT RESOLVED** that the facsimile plate or stamp, as imprinted below, for \_\_\_\_\_, Superintendent/Secretary, be accepted for use in lieu of a manual signature on any public security or any instrument of pay of \_\_\_\_\_ School District No. \_\_\_\_\_.

**ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Facsimile: \_\_\_\_\_

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

**AUTHORIZATION OF WARRANT SIGNATURE**

Board Resolution No. \_\_\_\_\_

**WHEREAS,** \_\_\_\_\_ has been designated as Superintendent/Secretary to the Board of School District No. \_\_\_\_\_, effective \_\_\_\_\_;

**WHEREAS,** the Secretary to the Board is required to sign all warrants ordered to be issued by the Board of Directors; and

**WHEREAS,** the number of payroll and all accounts payable warrants issued each month by School District if signed personally by the Chair of the Board would impose too great a task.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, as follows.

- A. After the Board has audited all payrolls as provided in RCW 28A.330.090 or RCW 28A. 330.230, authorization be given to the Board Secretary to draw and sign said warrants which will be specified by date, number, name, and the amount on the Payroll Warrant Register to be processed to the County Treasurer. The Payroll Warrant Register is to be signed by the President of the Board, or in his/her absence, the Vice-President or any Board member and countersigned by the Secretary to the Board, as provided by RCW 28A.330.080 or RCW 28A.330.230.
- B. After the Board has audited all bills as provided by RCW 28A.330.090 or RCW 28A.330.230, authorization be given to the Board Secretary to draw and sign said warrants which will be specified by date, number, name, and amount of one general certificate and processed to the County Treasurer. This certificate is to be signed by the President of the Board or, in his/her absence, the Vice President or any Board member and countersigned by the Secretary to the Board as provided in RCW 28A.330.230.

**BE IT FURTHER RESOLVED** that the signatures below are the true and correct signatures to appear on said warrants or certificate effective \_\_\_\_\_, 20 \_\_\_\_.

The \_\_\_\_\_ County Treasurer is hereby authorized to pay all warrants authorized by such signatures.

**ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_. **EFFECTIVE:** \_\_\_\_\_

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Vice-Chair

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

**AUTHORIZATION TO INVEST FUNDS**

Board Resolution No. \_\_\_\_\_

**WHEREAS**, \_\_\_\_\_ School District No. \_\_\_\_\_ will have General, Capital Projects, Transportation Vehicle, Debt Service, and Associated Student Body Funds during 20 \_\_\_\_\_ - 20 \_\_\_\_\_ which will not be required for immediate use of the Direct; and

**WHEREAS**, it is the intent of the District to utilize resources so as to maximize use of the taxpayer's dollars

**IT IS HEREBY RESOLVED** by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_,

\_\_\_\_\_ County, Washington, authorizes \_\_\_\_\_, Superintendent, or her/his designee, \_\_\_\_\_, Fiscal Officer, to continue to invest such funds as they become available effective \_\_\_\_\_

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_, pursuant to RCW 28A.320.310.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

**DESIGNATION OF DISTRICT AGENT**

Board Resolution No. \_\_\_\_\_

**BE IT RESOLVED** that the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_,  
\_\_\_\_\_ County, Washington, designates \_\_\_\_\_ as Superintendent of  
the

\_\_\_\_\_ School District No. \_\_\_\_\_; and as Superintendent, \_\_\_\_\_  
is hereby authorized to sign any and all Federal, State, County, and City applications and all necessary Federal,  
State, County, and City reports on behalf of the \_\_\_\_\_ School District No. \_\_\_\_\_,

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

**DESIGNATION OF AUDITING OFFICERS**

Board Resolution No. \_\_\_\_\_

**WHEREAS**, the Board of Directors of \_\_\_\_\_ is required to appoint the Auditing Officers of the School District.

**IT IS HEREBY RESOLVED**, by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, that \_\_\_\_\_, Superintendent, and \_\_\_\_\_, Fiscal Officer, be designated as Auditing Officers of the District to perform duties as authorized.

**DATED** this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

**ATTEST:**

\_\_\_\_\_  
Superintendent, Secretary to the Board

**Authorization of Student Release/Acceptance**

Board Resolution No. \_\_\_\_\_

**WHEREAS,** \_\_\_\_\_ has been designated as Superintendent/Secretary to the Board of \_\_\_\_\_ School District No. \_\_\_\_\_ effective \_\_\_\_\_; and

**WHEREAS,** because of the necessity of often times being requested to release attendance within a short period of time;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, \_\_\_\_\_ County, Washington, hereby authorizes \_\_\_\_\_, Superintendent/Secretary, to act on behalf of the District with regard to the release or acceptance of students at the \_\_\_\_\_ School District if it is found to be in the best interest of the District to do so.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_.

EFFECTIVE: \_\_\_\_\_

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Vice-President

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

Attest:

\_\_\_\_\_  
Superintendent, Secretary to the Board

## **Forms for School District Directors**

OSPI form SPI 282 – School District Director Oath of Office/Certificate of Appointment

OSPI form SPI D 320 – School District Director Certificate of Election or Appointment

CERTIFICATE OF APPOINTMENT OR ELECTION OF SCHOOL DISTRICT DIRECTOR  
(Ref: RCW 28A.343.370)

This is to Certify that on the \_\_\_ day of \_\_\_, 20\_\_\_, a majority of the (check one)  School District Board of Directors,  Educational Service District Board voted in a duly held public meeting to appoint/elect \_\_\_ to the office of director of \_\_\_ School District No. \_\_\_, to expire \_\_\_, and who replaces \_\_\_.

Certified by: \_\_\_\_\_  
(Secretary of the Board)

this \_\_\_ day of \_\_\_, 20\_\_\_.

DIRECTOR'S OATH OF OFFICE  
(Ref: RCW 28A.343.360)

TO: County Auditor

State of Washington )  
 ) SS.  
County of )

I, \_\_\_, do hereby solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the state of Washington and will faithfully discharge the duties of Director of \_\_\_ School District No. \_\_\_, \_\_\_ County, state of Washington, to the best of my ability.

Signed: \_\_\_\_\_

Subscribed and sworn to (or affirmed) before me this \_\_\_ day of \_\_\_, 20\_\_\_.

Signed: \_\_\_\_\_  
(Official administering oath)

Title of Official:

CERTIFICATE OF DIRECTOR'S SIGNATURE  
(Ref: RCW 28A.400.020)

TO: County Auditor

This is to Certify that the signature which appears below is that of \_\_\_ who was appointed/elected to the office of Director of \_\_\_ School District No. \_\_\_.

Signed: \_\_\_\_\_  
(Director Elected)

Address:

Certified by: \_\_\_\_\_  
(Secretary of the Board)

Instructions on reverse side

this \_\_\_ day of \_\_\_, 20\_\_\_.

CERTIFICATE OF APPOINTMENT OF SCHOOL DISTRICT DIRECTOR

This portion of the form is to be completed whenever a person is appointed or elected to the board of directors of a school district.

DIRECTOR'S OATH OF OFFICE

This oath or affirmation must be taken before a school district or educational service district superintendent, notary public, or another official authorized to administer oaths prior to assuming the office of school director.

CERTIFICATE OF DIRECTOR'S SIGNATURE

Every school district director and school district superintendent shall have his/her signature certified and on file in the office of the county auditor.

DISTRIBUTION: School Districts

Submit the original and two copies of completed form to the Educational Service District Superintendent

Educational Service District

Send: Original – County Auditor

Copy – Administrative Resource Services  
Office of Superintendent of Public Instruction  
Old Capitol Building  
PO BOX 47200  
OLYMPIA WA 98504-7200

A reminder that all sections must be filled out in its entirety in order for Administrative Resource Services to update the information. The pertinent information is who the school board member replaced (if applicable) or if they were re-elected for another term. The new board member's address is needed as well.



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
 Administrative Resource Services  
 Old Capitol Building, PO BOX 47300,  
 OLYMPIA, WA 98504-7300  
 (360) 725-6133 TTY (360) 864-3831 FAX (360) 753-6201

**School District Director**  
**CERTIFICATE OF ELECTION OR APPOINTMENT**  
 (See Instructions On Reverse Side Of Form)

This is to certify that on the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, a majority of the (check one)  
 \_\_\_\_\_ School District Board of Directors \_\_\_\_\_ Educational Service District Board, voted in a duly held public meeting to  
 (check one) \_\_\_\_\_ elect \_\_\_\_\_ appoint \_\_\_\_\_ to  
 the office of director of the board of \_\_\_\_\_ School District No. \_\_\_\_\_, Congressional District  
 No. \_\_\_\_\_, Director District No. \_\_\_\_\_, County of \_\_\_\_\_, state of Washington, in order to fill a  
 position formerly held by \_\_\_\_\_, to  
 expire \_\_\_\_\_.

LIST ALL MEMBER(S) NAME, ADDRESS, AND WHO THEY REPLACED	
NAME CHAIRMAN	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE
NAME	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE
NAME	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE
NAME	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE
NAME	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE
NAME	HOME ADDRESS: (Street, PO Box, City, State)
REPLACES	ZIP CODE

Form must be filled out completely and accurately. NOTICES  
 SUBMITTED ON OTHER FORMS WILL NOT BE ACCEPTED.

**INSTRUCTIONS FOR COMPLETING CERTIFICATE OF ELECTION  
OR APPOINTMENT FORM**

**SCHOOL DISTRICTS:** Please complete and send the **original and two copies** to the Educational Service District Superintendent within 10 days after the annual change or any other change in the composition of the Board.

**EDUCATIONAL SERVICE DISTRICTS:** Please forward **one copy** to the Superintendent of Public Instruction, Attention: Administrative Resource Services.